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ABSTRACT

This document compiles compensatory education program data submitted to the Georgia State Department by local school systems in their 1982-83 annual reports. The first section describes state administration of grant funds (i.e., appropriations bills, procedures for allocating funds, program plans, and program monitoring). Specifically mentioned are the effects on local programs of reducing funds for elementary children and appropriating funds for students who failed the tenth grade Georgia Basic Skills Test. The next section provides an overview of local school system annual reports. Information is given on personnel hired; numbers of students served; service delivery models; state expenditures for personnel, materials and staff development; program funds provided by local school districts; average number of hours of weekly instruction; and adult/child ratio. The last section gives information about program effectiveness. Third- through eighth-grade student gains in mathematics and reading are summarized for those school systems reporting student achievement in terms of Normal Curve Equivalents. Tenth-grade student gains are assessed in terms of the numbers of students who were able to pass the Basic Skills Test after compensatory education. (CB)

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State Compensatory Education Annual Report 1982-83

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Georgia Department of Education
November 1983

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INTRODUCTION AND PURPOSE

Georgia State Board of Education Policy IDDB requires the State Superintendent of Schools " . . . provide for the operation of programs of compensatory education which are established to provide specifically designed instructional activities for children identified as needing such instruction in order that their level of educational achievement may be raised to that appropriate for children of the same age and grade level."

The compensatory program is that part of the total school's program of studies which deals with the treatment of identified deficiencies in student progress or achievement. The deficiencies may be in one or all of the areas of skill acquisition, cataloguing and recall. It is therefore an individual approach for a specific student at all levels of instruction. There is no one individualized plan for meeting the assessed needs of the learner. This assessment includes both formal and informal measures to identify needs in the above areas. In identifying those who need this service and designing programs to address the assessed needs, care must be taken to avoid labeling those served as failures. They are that portion of the population who have not <u>yet</u> reached a level of progress or achievement acceptable to either themselves, the teacher or the school system/community.

No remedial effort should be looked on as a long-term effort. It should not be looked on as a separate instructional area. The remedial efforts should be closely related to the objectives and intent of the regular instructional program, The major difference is in the variety of approaches that are used in the process of remedying deficiences.

The students and teachers cooperatively plan, implement and evaluate the process. The goal, of course,is a successful learner with a minimum need for remedial activity.

This document is a compilation of the compensatory education program data for the 1982-83 school year submitted to the State Department by local school systems in their end of the year annual reports.

THE APPROPRIATIONS BILL

For fiscal year 1983, the Georgia General Assembly appropriated $16,331,747 for the Compensatory Education Program (CEP). This was an increase of $3,585,000 over fiscal year 1982. The additional funds were appropriated specifically for students who fail or were at risk of failing the tenth grade Georgia Basic Skills Test.

> "Provided, . . .$3,585,000 is designated and committed for a compensatory education program for students in grade 10 and shall be used for remedial purposes only . These funds will be used for compensatory education teachers and auxiliary personnel in programs for students who fail or are at risk of failing to achieve the minimum standard level on the Georgia Basic Skills Test."

For fiscal year 1983, the Georgia General Assembly again appropriated $12,746,747 for the Compensatory Education Program (CEP) at the elementary level.

> "Provided, . . .$12,746,747 is designated and committed for a compensatory education program for students in grades 3 through 8 and shall be used for remedial purposes only. Provided, however, where a local system's Compensatory Education Plan justifies the need, the State Board of Education may approve usage of these funds for remedial purposes in grades 1 and 2."

The amount of funds remained at the 1978 level of $12,746,747 for the compensatory program for grades three through eight. Not only did the funding level remain the same, but during the fiscal year the funds to local school systems were reduced by 6.5%. Since the reduction in funds to local systems took place after the beginning of the school year, the number of local instructional staff and consequently services to children were reduced.

ALLOCATION PROCEDURES

As mandated by Georgia Annotated Code 32-618 (a), the formula for allocating CEP funds for FY83 was based on the results of a statewide test. The funds for the elementary grade level were allocated based on the results of the fourth grade Criterion-Referenced Test (CRT). The statewide total number of children falling below the minimum score was divided into $12,746,747. This per pupil amount was then multiplied by the number of eligible children in each system to determine that system's allocation.

The high school program funds ($3,585,000) were allocated in a similar manner. The number of students falling below the minimum score of the Basic Skills Test was divided into $3,585,000. This per pupil amount was multiplied by the number of eligible children in each system to determine the system's allocation.

Compensatory Education Program grants to local systems are divided into ten equal payments beginning in September and extending through June of the fiscal year. All unexpended funds must be refunded to the State at the end of the fisal year.

PROGRAM PLAN

Since funds for the 1982-83 school year were appropriated as two separate grants, one for the elementary grades 3 through 8, and one for grade 10, systems were required to submit a program application that accounted for each grant separately. Local system project applications contained the following:

* The results of a systemwide student needs assessment;
* The procedure to identify eligible program participants;
* A request, if applicable, for using CEP funds in the first and/or second grades;
* A description of program objectives and the activities necessary to accomplish the objectives;
* A description of the supplemental relationship of this program to the regular program;
* A plan to evaluate the effectiveness of the activities relative to gains in student achievement;
* A rationale for expending ten percent of the allotment for materials and/or equipment;
* A detailed budget of all expenditures.

PROGRAMS MONITORED

During the 1982-83 school year, twenty-four (24) on-site program monitoring visits were completed by the State Consultant. All monitoring visits included, but were not limited to, the following:

* A review of all program expenditures.
* A visit to selected schools to interview CEP-funded staff.
* An overall program review to insure all activities are in compliance with State guidelines, rules and regulations.
* A follow-up letter including commendations and recommendations for program improvement.

Program monitorings were conducted in the following systems:

Baker County	Jefferson County	Muscogee County*
Burke County	Jenkins County	Stewart County
Calhoun County	Jones County	Talbot County
Chattahoochee County	Liberty County	Turner County
Dooly County	McDuffie County*	Twiggs County
Elbert County*	McIntosh County*	West Point City
Greene County	Meriwether County	Wilkinson County
Hart County	Mitchell County	Worth County*

* Systems considered to have exemplary programs.

CHARACTERISTICS OF EXEMPLARY COMPENSATORY EDUCATION PROGRAMS

1. Flexible scheduling
2. Cooperation/coordination between the regular classroom teacher and the compensatory teacher
3. In-service training
4. Positive teacher attitude
5. Serious student attitude
6. Use of special materials in sufficient quantity to meet student needs
7. Increased individualization of instruction through reduced class size
8. An effective record-keeping system for each student
9. Planned program with prestated objectives
10. A diagnostic/prescriptive approach to instruction

OVERVIEW OF LOCAL SYSTEM

ANNUAL REPORTS

The information in this section is a summary of data submitted by local school systems as part of the required annual program effectiveness and financial report DE Form 0527 (see Appendix B).

PERSONNEL

Listed below are the numbers of professional and auxiliary personnel funded through this grant.

ELEMENTARY ($12,746,747)

AIDES		TEACHERS	
Part/ Time	Full/ Time	Part/ Time	Full/ Time
273	483	160	265

HIGH SCHOOL ($3,585,000)

AIDES		TEACHERS	
Part/ Time	Full/ Time	Part/ Time	Full/ Time
38	56	154	96

COMBINED ELEMENTARY/HIGH SCHOOL

($16,331,747)

AIDES		TEACHERS	
Part/ Time	Full/ Time	Part/ Time	Full/ Time
311	539	314	361

MATERIALS/EQUIPMENT

Prior approval was granted to school systems for the purchase of supplemental materials and/or equipment that were essential to the success of the remedial activities.

Purchases included such things as supplemental reading and mathematics consumable materials, diagnostic/prescriptive teaching materials, cassette recorders, language masters, filmstrip projectors, study carrels and microcomputers.

MATERIALS/EQUIPMENT

Elementary $194,574
Secondary $168,940

STUDENTS SERVED

Reports from local systems include total number of students served in reading and mathematics. Therefore, the numbers below are considered incidences of failure. Those children needing remedial assistance in reading as well as mathematics are reported as served in both subject areas.

NUMBER OF STUDENTS SERVED

	READING	MATHEMATICS
Elementary	40,858	25,621
High School	4,911	9,249
TOTALS	45,679	34,870

LOCAL MATCHING PROGRAM FUNDS

The State-funded compensatory education program, because it is a program implemented to meet a critical educational need in the system, has always received local financial support. Superintendents have used the State funds to provide remedial services and when necessary, have expended local funds to ensure the success of the program. All local systems found it necessary in FY 83 to expend local funds to offset the $1,013,000 reduction in State funds; however, only 89 systems reported the amount of local expenditures to the State.

Reported local expenditures $1,709,536

TYPES OF PROGRAMS

Each system, utilizing the results of a systemwide student needs assessment plans, designs, implements and evaluates a program in the subject areas of reading and/or mathematics. Since most elementary personnel are certified to provide instructional support in both subject areas, most local programs provided services in reading and mathematics.

DELIVERY MODELS FOR PROGRAM SERVICES

There are two primary delivery models used by systems to provide remedial instruction to target students. The most frequently used model is the "pull-out" program. Students are assigned on a regularly scheduled basis to a compensatory class or laboratory for supplemental instruction. The second most frequently used model is the "in-class" program. Target students usually remain in the regular classroom and are tutored by the compensatory teacher or paraprofessional. The paraprofessional works under the supervision of the regular teacher.

SUMMARY OF ANNUAL PROGRAM REPORT DATA

	GRADES 1 THROUGH 8	GRADE 10
TOTAL ALLOCATION	$ 12,746,747	$ 3,585,000
SYSTEMS PARTICIPATING	187	187
PERSONNEL EMPLOYED		
Professional		
Full-time	265	96
Part-time	160	154
Auxiliary		
Full-time	483	56
Part-time	273	38
STUDENTS SERVED		
Reading	40,858	4,911
Mathematics	25,621	9,249
MATERIALS/EQUIPMENT PURCHASED	$ 194,574	$ 168,940
STAFF DEVELOPMENT ACTIVITIES	$ 32,841	
AVERAGE EXPENDITURE per TEACHER	$ 21,255	
AVERAGE EXPENDITURE per AIDE	$ 9,823	
AVERAGE ADULT/CHILD RATIO	1:10	1:6
AVERAGE NUMBER OF HOURS/WEEK OF REMEDIAL INSTRUCTION	5	5

OVERVIEW OF

PROGRAM EFFECTIVENESS

I. Effectiveness of the Compensatory Activities in Grades Three through Eight

To determine the impact of Compensatory Education program activities, each local school system conducted a program evaluation activity. Since there is such a variety of service delivery models among individual systems, and at times between schools within a system, there is also a variety of methods used to evaluate the expected pupil achievement gains. This statewide summary report of student gains includes only those systems using a standardized norm-referenced test and reporting student gains in Normal Curve Equivalents (NCE). The NCE is a special metric used for educational evaluation which allows scores from various standardized tests to be summarized. Students who receive only regular classroom instructions (i.e., no compensatory instruction) are expected to make zero gain. In other words, they were expected to maintain their academic position relative to other children in their grade. With compensatory education instruction, students are expected to achieve at a faster rate than students not receiving special instruction. Therefore, each compensatory student is expected to make NCE gains greater than zero. NCE gains of three or more are considered substantial.

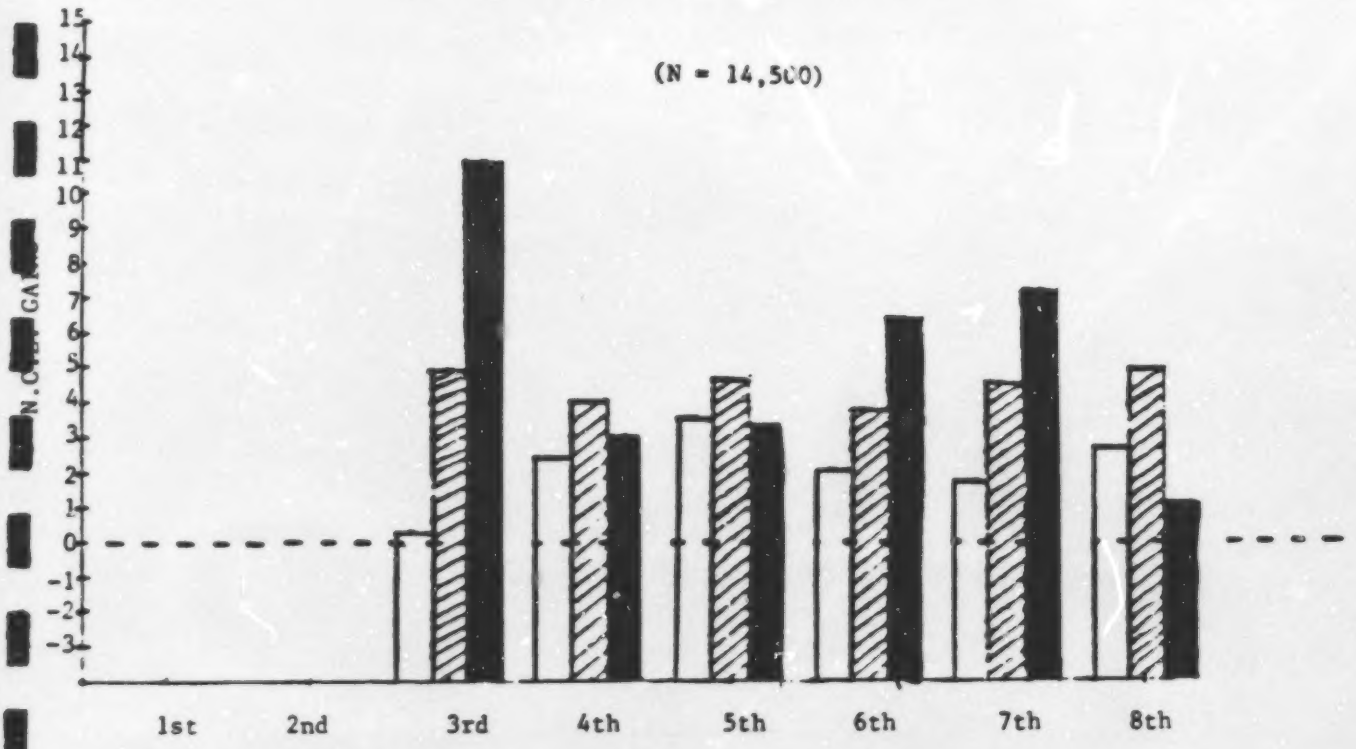
A variety of factors may affect the NCE score -- for this reason the NCE score is used as an indicator and not the sole criterion for judging program effectiveness.

Number of Pupils Whose Test Scores in Reading and Mathematics Were Summarized for This Report

GRADE	READING	MATHEMATICS
1	449	361
2	509	237
3	2,659	1,176
4	2,608	1,430
5	2,234	974
6	1,850	1,030
7	2,209	1,286
8	1,982	976
TOTALS	14,500	7,470

The tables on the following pages present the results of the evaluation activities of selected local school systems. It appears that substantial progress was made by most of the students whose NCE scores were reported.

N.C.E. MEAN READING SCORES BY GRADE LEVEL



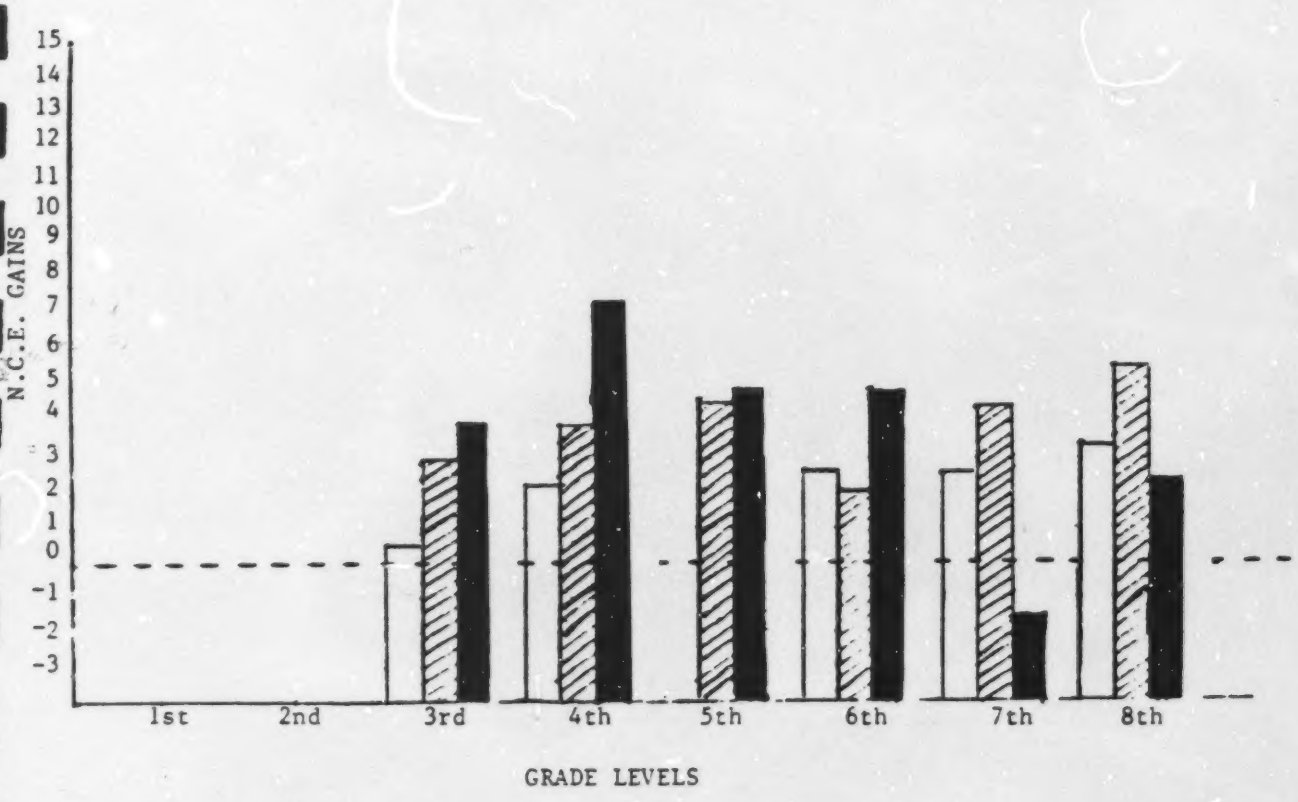
Students served by Teachers only (N = 5,348)

Students served by Aides only (N = 7,696)

Students served by Teachers and Aides (N = 1,456)

N.C.E. MEAN MATHEMATICS SCORES BY GRADE LEVEL

(N = 7,470)



Students served by Teachers only (N = 1,306)

Students served by Aides only (N = 4,671)

Students served by Teachers and Aides (N = 1,493)

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II. Effectiveness of Compensatory Activities in Grade Ten

Beginning in the 1982-83 school year, results of the High School Basic Skills Tests were used to certify the competencies of students in reading, mathematics and problem solving. The demonstration of competency is part of a state-mandated policy designed to ensure that students have mastered specific skills prior to receiving a high school diploma. State Compensatory activities funded at the high school level are designed for those students whose Basic Skills Test scores in reading or mathematics fall below the cut-off score. Remedial activities are in the specific skill areas that the student did not achieve minimum competency.

The following tables report the results of the three administrations of the Basic Skills Test. The test has been given in the Fall and Spring of 1982 and the Fall of 1983. After three administrations, only 25%(1,260) of the 4,911 students who fell below the minimum cut-off score in reading or mathematics in the Fall of 1982 did not pass the third administration of the test in the Fall of 1983.

BASIC SKILLS TESTS RESULTS
FALL 1983 STATE SUMMARY

	READING				
	NO.	MEAN	%PASS	%FAILING	NO. FAILING
TOTAL STUDENTS TESTED	80,544	326	87	13	10,785
FIRST TIME REGULAR PROGRAM STUDENTS	72,592	328	92	8	5,807
FIRST TIME SPECIAL EDUCATION STUDENTS	4,240	301	44	54	2,714
STUDENTS REPEATING THE TEST FOR THE SECOND TIME*	2,008	304	50	50	1,004
STUDENTS REPEATING THE TEST THREE OR MORE TIMES *	1,703	295	26	74	1,260

* Includes Special Education Students

	MATHEMATICS				
	NO.	MEAN	%PASS	%FAILING	NO. FAILING
TOTAL STUDENTS TESTED	83,446	316	79	21	17,905
FIRST TIME REGULAR PROGRAM STUDENTS	72,807	319	85	15	10,921
FIRST TIME SPECIAL EDUCATION STUDENTS	4,280	297	35	65	2,782
STUDENTS REPEATING THE TEST FOR THE SECOND TIME *	2,843	299	40	60	1,706
STUDENTS REPEATING THE TEST THREE OR MORE TIMES *	3,515	295	29	71	2,496

* Includes Special Education Students

For the 1983-84 school year there are 28,690 incidences of failure that must receive remedial services. Without additional funding, the majority of local systems will find it necessary to drop the CEP-funded activities in the primary grades. Although the high school program has been moderately successful, any educator truly committed to providing equal educational opportunities for all children will agree that funding a program of prevention at the primary grades should be our top priority.

APPENDIX A

SYSTEMS MAKING SPECIAL REQUESTS TO UTILIZE FUNDS FOR FIRST AND SECOND GRADE ACTIVITIES

Appling County
Atlanta City
Baker County
Banks County
Bleckley County
Butts County
Calhoun City
Calhoun County
Chatham County
Clay County
Clayton County
Cobb County
Crawford County
Decatur County
Dougherty County
Elbert County
Fayette County
Floyd County
Fulton County
Houston County
Gilmer County
Gordon County
Greene County
Jackson County
Jeff Davis County
La Grange City
Lumpkin County
Monroe County
Oconee County
Paulding County
Richmond County
Talbot County
Treutlen County
Thomaston City
Washington County
West Point City
White County
Whitfield County

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APPENDIX B

State of Georgia
Department of Education
State Compensatory Education

COMPENSATORY EDUCATION PROGRAM EVALUATION AND FINANCIAL REPORT

SCHOOL SYSTEM	ADDRESS	TELEPHONE NO.
PERSON PREPARING REPORT	TELEPHONE NO.	SUPERINTENDENT'S SIGNATURE

Check one ☐ Reading ☐ Mathematics

I Grade Level	II Name of Test	III Number of Students Participating	IV Number of Students Tested	V Student Achievemnt. Gains	VI Average Hours of Instruction Per Week	VII Staff			VIII Average Ratio during Remediation	
						# Teachers (Only)	# Aides (Only)	Teacher & Aide	Teacher/Child	Aide/Child
1										
2										
3										
4										
5										
6										
7										
8										

CEP Expenditures Grades 1-8

		# Employed Reading	# Employed Math	Salaries and Benefits	Materials and Equipment	Total Funds Expended	Amount Unexpended
Teachers	Full Time			$	$	$	$
	Part-time						
Aides	Full Time						
	Part-time						

CEP Expenditures Grade 10

		# Employed Reading	# Employed Math	Salaries and Benefits	Materials and Equipment	Total Funds Expended	Amount Unexpended
Teachers	Full Time			$	$	$	$
	Part-time						
Aides	Full Time						
	Part-time						

DE FORM 0527, May 1983

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Compensatory Education Unit
Division of Special Programs
Office of Instructional Services
Georgia Department of Education
Atlanta, Georgia 30334
Charles McDaniel
State Superintendent of Schools
1983

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Title VI — Peyton Williams Jr., Associate Superintendent of State Schools and Special Services
Title IX — Myra Tolbert, Coordinator
Section 504 — Jane Lee, Coordinator of Special Education

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